

**THE MODERATING ROLE OF SOCIOECONOMIC STATUS IN THE
RELATIONSHIP BETWEEN FAMILY EXPECTATIONS AND MENTAL DISTRESS
AMONG UNIVERSITY UNDERGRADUATES**

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JULY, 2026

TITLE PAGE

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**A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF
SOCIOLOGY/PSYCHOLOGY, FACULTY OF MANAGEMENT AND SOCIAL
SCIENCES, GODFREY OKOYE UNIVERSITY, ENUGU**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF SCIENCE (B. Sc.) HONOURS DEGREE IN PSYCHOLOGY**

SUPERVISOR: MRS. OLUCHUKWU AKPEGU

JULY, 2026

CERTIFICATION

This is to certify that this research project titled “The Moderating Role of Socioeconomic Status in the Relationship Between Family Expectations and Mental Distress Among University Undergraduates” was carried out by AGASHIEZE AKACHI JESSICA with registration number GOU/U22/PSY/167 in the Department of Psychology, Faculty of Management and Social Sciences, Godfrey Okoye University, Enugu. The work has been read and approved as meeting the requirements for the award of Bachelor of Science (B.Sc.) Honours degree in Psychology.

AGASHIEZE AKACHI JESSICA

DATE

APPROVAL PAGE

This project has been approved as having met the requirement of Bachelor of Science degree (B.Sc) in Psychology, in Department of Sociology/Psychology, Faculty of Management and Social Sciences, Godfrey Okoye University, Enugu State.

MRS. OLUCHUKWU AKPEGU**SUPERVISOR**

DATE

DR. JOSEPH AIGBIRENHON**HEAD OF DEPARTMENT**

DATE

EXTERNAL EXAMINER

DATE

DEDICATION

This research project is dedicated to God Almighty for His grace, strength and guidance throughout the course of this study.

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First and foremost, I give all glory and thanks to God Almighty for His unfailing love, strength, wisdom, and guidance throughout this journey. Without His grace, I would not have had the courage, strength, and perseverance to continue whenever I was faced with challenges and difficulties.

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ABSTRACT

This research looked at the The Moderating Role of Socioeconomic Status in the Relationship Between Family Expectations and Mental Distress Among University Undergraduates effect of family expectations on mental health distress among university undergraduate students, with socioeconomic status as a factor that changes the strength. The work was done among undergraduate students of Godfrey Okoye University, Enugu. The work used a cross-sectional survey design with correlational and predictive focus. A total of one hundred with forty-nine undergraduate students took part in the study, made up of 67 males and 82 females. Data were gathered with a structured questionnaire that held background items, the Family Influence Scale, the Depression Anxiety Stress Scale-21, and socioeconomic status signs. Data were analysed at using descriptive statistics, Pearson product moment correlation and moderation analysis. Results showed that family expectations were related in a positive direction and with statistical support to mental health distress. The result also showed that family expectations predicted mental health distress with statistical support among undergraduate students. Socioeconomic status was connected in a negative direction to mental health distress, changing the strength of the relationship with statistical support between family expectations and mental health distress. The study concuded the view that family expectations play an important role in mental health student well-being, while socioeconomic status affects the strength of the effect of family expectations on mental health distress. The study recommended that parents and guardians should provide supportive guidance without imposing unrealistic expectations, while university counselling units should make stronger mental health support services for students from different socioeconomic backgrounds.

Keywords: Family expectations, mental health distress, socioeconomic status, undergraduate students and Godfrey Okoye University.

CHAPTER ONE

Background to the Study

In terms of a family working as one of the most influential social institution in person's life it does play a key role in influencing people's behaviors, attitudes, values, life chances, and goals. Members of a family may have expectations about their loved ones ' success in education and career as well as how they will approach work and live life. Though it might be motivating for people to aim for the best and put all their effort in achieving high expectations, if too much pressure is laid on the shoulders of the person it can create a large stress to them which can be the start to different kind of mental health issues, including anxiety, depression, stress and emotional fatigue.

Over the past few years, the attention given to mental health problems in adolescents and college students have drastically increased, highlighting the need to investigate the specific elements of the family context which can contribute to their mental well-being.

Mental well-being is still a key component of a healthy and happy lifestyle and it encompasses one's ability to cope with adversity, managing stressful situations efficiently, sustaining positive relationships, and experience personal contentment. For the undergraduates, mental well-being is the paramount consideration as it has the capacity to impact their performance academically, decision making, the quality of their social relationships, and overall productivity. In many cases, undergraduate students have different types of expectations from their families, primarily relating to academic results, personal choices for life and future progression. It is true that such expectations may serve as motivation, but they can often evolve to be stress factors and mental strain especially if they are overwhelming or extremely demanding to fulfill.

The potential negative consequences of family expectations may be more salient among students of various socioeconomic statuses, as the availability of social, academic and economic resources may shape the manner in which they manage and perceive the family expectations.

Therefore, examining the associations between family expectations and mental distress in conjunction with changes in family socioeconomic status would facilitate effective support of mental health among undergraduates. Previous findings demonstrate the role that family expectations have had in mental well-being of university students. Family expectations, especially if viewed as overly challenging to fulfill, were correlated with increased levels of anxiety, depression, stress, and mental health issues among undergraduates.

In one study of 1445 Chinese college students, parental expectations had a positive and significant impact on mental distress, mediated by perceived stress and self-esteem. Therefore, students reporting high parental expectations had a higher likelihood of experiencing mental distress (Zhou et al., 2025). Hangen et al. (2024) further investigated how college students cope with high parental expectations and discovered an association between overly demanding parents and heightened distress and inadequate academic adjustment among students who may be struggling to meet such expectations.

Also, beyond parental expectations, various family aspects contribute to mental distress among university students.

For instance, family support is associated with negative mental health among undergraduate students and this effect was higher for students from lower-income background. In fact, students from lower-income background reported higher distress and had fewer social support than students with higher income status. Furthermore, it has been shown that SES independently correlated with mental distress among college students. In a sample of university students from

Bangladesh, social family factors including the educational and economic status of the parents were linked to distress.

The results revealed that students with disadvantages in socioeconomic status are prone to report distress more often, primarily due to reduced opportunities and greater life stressors.

Likewise, it was also reported that financial strain strongly contributed to distress among undergraduates. Financial strain predicted mental distress in a sample of university students from Nigeria. However, parental expectations was not the central focus of the study but its result suggest the possible indirect impact of economic factors on the relationship between family expectations and mental health.

These studies suggest the need to examine whether SES affects the strength of the link between family expectations and mental health among university students. Family expectations shape the mental health of students in various ways. The burden of meeting parental aspirations, especially if it conflicts with their personal wishes, can induce significant stress and emotional strain.

Previous research shows a clear association between high parental pressure, on top of a student's workload, with higher levels of anxiety, depression, and self-worth among them.

The pressure can cause them to suppress their genuine preferences, thereby undermining their sense of purpose, motivation and satisfaction with their field of study. Additionally, the interaction between family expectations and mental distress may lead to a myriad of negative consequences, such as poorer academic results, strained social relations, low motivation and motivation, reduced efficiency, and risk taking behaviors. Whereas, a supportive family structure may benefit the well-being of students, overwhelming or excessively demanding parental expectations can negatively impact their mental well-being and overall quality of life. The

mismatch between parental hopes and their individual wishes may have statistically significant impact on their self-perception, choices, and lives as a whole.

Likewise, economic aspects of life could impact expectations within family context: career choices and future path, which for many families (particularly from low- and middle-income backgrounds), are impacted by the desire for economic stability and upward social mobility.

Therefore parents encourage their child to pick careers they deem to provide them financial stability and job safety irrespective of their children's passion. This motivation might come from a good intent, yet can exert a substantial burden on students, forcing them to value economic success. Navigating the mental landscape of university can be a minefield for students. This period of a young person's life represents a key point at which major life choices have to be made at a time where there are significant study demands, social transitions, and new responsibilities. When parental aspirations are superimposed onto these existing pressures, the weight can be almost unbearable. The conflict many students experience when they are trying to navigate between their own aspirations and the desire to meet their parents' expectations can take a significant toll on their mental health and performance.

It is important to note that the impact of parental expectations can vary based on individual factors such as the student's personality, coping ability, and the level of parental support. While some students might perceive their parents' wishes as guidance that drives them and motivates them, others might interpret them as controlling or restrictive. This distinction highlights the multifaceted nature of the relationship between family influence, the student's life path, and their mental health. It proves that family aspirations aren't monolithic, and their influence varies on the basis of the specific circumstances.

Considering the preceding points, it can be seen that parental aspirations although at times

positive, can have a truly significant impact on a student's inner struggles, and not in a constructive manner. According to Nawabi (2019), due to cultural norms regarding respect and obedience, many students in group oriented societies have a pervasive feeling of being under pressure to comply with parents' expectations. As a result, their opportunity to exercise freedom of choice and explore different career paths is curtailed. Similarly, Valentine (2023) emphasizes the fact that the influence of parents doesn't limit to advice but could also be characterized by direct or subtle pressure that dictates the choices students make and their idea of success or failure.

Research by Qadeer and his colleagues (2024) demonstrated that students subject to high levels of parental expectations exhibit an increasing prevalence of worry, sadness, and fatigue. Wang (2023) corroborates these findings, indicating that undue parental intervention, labelled as "overparenting," leads to greater levels of stress among university students. These findings clearly demonstrate that whereas a healthy family relationship is important, overindulgence can be damaging for a student's mental health.

Given the aforementioned discussion, another pertinent factor influencing student's perception and response to parental expectations is socio-economic status. For example, students from affluent backgrounds might have easier access to mental health care facilities that could buffer the detrimental impact of parental expectations, unlike their less privileged counterparts, whose situation exacerbates the impact of family expectations on their mental well-being. Indeed, availability of supporting resources plays a vital role in bolstering self-efficacy and mental coping capabilities of the students facing these challenges.

Consequently, parental expectations could profoundly affect the motivational tendencies and self-aspirations of students. While reasonable expectations could guide students towards success,

overly high expectations can set them up for disappointment, as such demands may exceed their capacities leading to anxiety and frustration (Green, 2016), thus leading to greater risk of suffering from mental distress or disorders, including stress related physical and psychological issues.

Previous research indicates a connection between parental expectations and support and mental distress among university students. For instance, in Nigeria, Isiguzo and Okolie (2024) found that parents' expectations played a significant role in the mental health of first-year university students in Sokoto, although Usman and Abdulkadir (2025) did not find a significant relationship between parental expectations and the mental health of first-year undergraduates in Gusau. Beyond Nigeria, Parker et al. (2023) identified higher mental distress among low-income commuter college students and a correlation between stronger emotional-relational family support and reduced distress. Together, these results show that the link between family expectations and mental distress is not uniform but is dependent on the support offered and the resources available to students.

Family socioeconomic status was found by Li et al. (2020) to be linked with various forms of home-based family involvement, with higher-SES families more inclined to offer help with homework, communicate with their children, and spend quality time with them, while low-SES families were more inclined to use stricter discipline. In Nigeria, Ndukwu et al. (2020) discovered that a combination of family SES, expectations, and academic support had a significant impact on academic performance and well-being, while Sanusi (2025) found that family financial hardship and stress were negatively correlated with the mental well-being of students in Kaduna State. These studies illustrate how socioeconomic background might influence the manner in which parental expectations are conveyed and their intensity of impact

on students' mental well-being.

Therefore, this study aims to investigate not just the direct impact of family expectations on students' mental well-being but also the way socioeconomic status influences this relationship.

This study aims to provide a broader understanding of the factors shaping mental well-being and make policy recommendations that consider both family dynamics and financial realities.

ver their innate drive for self- fulfillment and progress.

Statement of the Problem

These days there are several kinds of causes that may put undergraduate college students below strain, and one of the strongest and widespread cause that impacts students is family expectations. Most oldsters/guardians anticipate their youngster/ward to hold a excessive degree of academic efficiency and select an adequate career route with a view to have a financially steady life. Along with it, they even count on sure ranges of societal conduct from the younger folks which conforms to the norms and values of the household.

Such expectations might arise from love and worry, but could turn out to be extremely stressful particularly for students who really feel that their family makes them believe that they are not doing adequate for them or that they do not fulfill the family.

In this state of affairs, the expectations and the feeling of dissatisfaction trigger emotional problems reminiscent of stress, nervousness, sadness, and low shallowness. Psychological well being disorders are becoming an ever increasing problem amongst undergraduates, but the intensity of the affect on individual students does not really feel the identical. Some students might feel the stress and tension relatively more than others owing to differences of socioeconomic standing. Undergraduate students belonging to high socio-economic households have greater assist (academic, emotional, financial) than students from low socio-economic

households that, at instances could face larger pressure and get lesser assistance in managing these stressors.

Nevertheless, limited evidence exist on the way family expectation influence the psychological health of undergraduates particularly in context of socioeconomic standing as a variable modulating this association.

Hence, there exists a information hole which the present examine addresses. Consequently, the present research has been performed with the intention of examine how family expectations influences mental health, and to know how the relationship strength is modified by the socioeconomic standing, as a variable, in the course of, while the study also analyses the function which modifications the socio-financial position. Therefore the research has been performed aiming to respond the questions beneath.

Will family expectations impact the mental health of undergraduate students?

Will the strength of the association between family expectation and mental health be adjusted by socioeconomic standing among the undergrad students? Goal of the Study The aim of the current examine has been to investigate the influence of family expectations on mental health among undergraduates in order to reveal how they induce mental health issues.

In most cultures and specifically Nigerian setting, family influences the decision of young grown ups.

However while this impact might be optimistic at most cases, it usually presents rise to a great deal stress for students who are anticipated to maintain up sure norms in the direction of pleasing family needs as opposed to personal preferences, objectives and aspirations. The examine sought to discover the influence of family expectations to psychological well being complications among undergraduates. In concrete, the study wants to A) study the consequences of family

expectations on mental health disorder amongst undergraduates B) Examine the modifying results of socioeconomic standing on the link amongst family expectations and mental health among undergraduates

Operational Definition of Key Study Variables

Operational Definition of Key Study Variables

Within this study, the following terms are explained as they are used within the context of the research:

1. Family Expectations

Refers to the beliefs, demands, desires and expectations placed on undergraduate students by their parents or guardians regarding their academics, career choice, behavior, achievements and future success as measured by the Family Influence Scale by Fouad et al (2010).

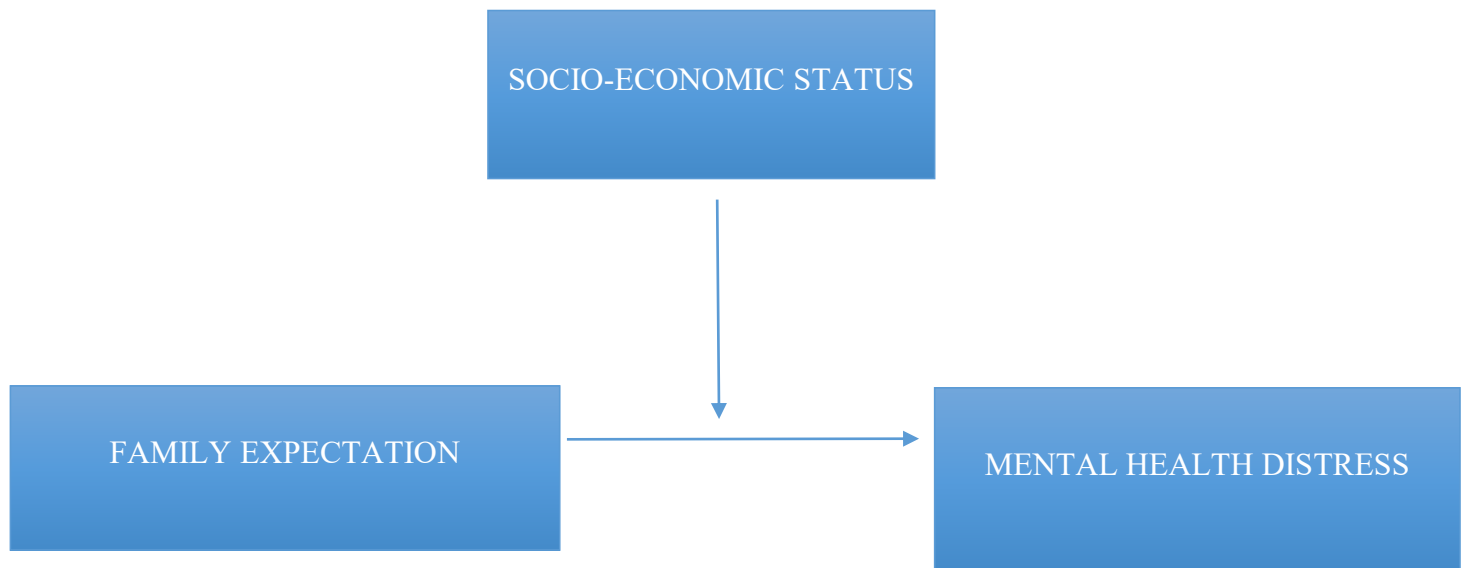
2. Mental health Distress: Refers to the level of psychological distress experienced by undergraduate students, including symptoms of depression, anxiety, and stress as measured by the 21-item the Depression Anxiety Stress Scale (DASS-21; by Lovibond and Lovibond, 1995)

3. Undergraduate students; Refers to individuals enrolled in undergraduate degree programme at Godfrey Okoye university who constitute the study population.

4. Socioeconomic Status (SES); Refers to the social and economic standing of a student's family based on indicators such as parental income, educational attainment, and employment status, as measured by the socioeconomic status scale used in the study.

Conceptual Framework

The illustration above shows the relationship between family expectations and mental health distress as well as the effect that changes the strength of socioeconomic status.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study rests on several theories that explain the relationship between family expectation, mental health distress, and the role that changes the strength of socioeconomic status among university students.

Theoretical Review

FAMILY EXPECTATIONS THEORIES

Family System Theory (Bowen, 1978)

Socialization Theory (Durkheim, Mead and Cooley)

MENTAL HEALTH DISTRESS THEORIES

Self Determination Theory (Deci and Ryan, 2000)

Stress and Coping Theory (Lazarus and Folkman, 1984)

SOCIO ECONOMIC STATUS THEORIES

Maslow Hierarchy of Needs (Maslow, 1943)

Social Stratification Theory (Marx, 1867; Weber, 1922; Durkheim, 1893)

Family Expectation Theories

-The Family Systems Theory:

Murray Bowen constructed the theory in 1978. This theory suggests that the family is not just an assembly of individuals, but an interlocking emotional system in which each family member is influenced by the thinking and feeling of other members. In accordance, a person's experiences and mental outcome cannot be understood independently from his or her family. The theory points to the fact that familial relations, communication processes and emotional interplay

contribute in a significant role to a person's development and psychological well being (Zhang and Hwang, 2023).

One core concept in the theory is that the members are assigned a role and are expected to exhibit attitudes and beliefs consistent with that family system. This theory has shown that the family can create a system of interactions and communication that greatly influences the way members behave and develop. In many families, parents and guardians are likely to have a number of expectations for their ward (students) about the student 's academics and future progress, which influences the way young adults perceive themselves and their surroundings.

Another important concept in the theory is emotional closeness. When there is such strong connection that one feels fused to the other and it is difficult to distinguish individual desires/goals from those of their family. This can put undue pressure and influence upon the individual's personal aspirations and aspirations. In this case a student may pursue a subject that is not aligned with their abilities and interests, which will definitely place them in a state where they will struggle a lot, academically. The student is more interested in fulfilling his/her family expectations rather than in her/his personal desires and aspirations.

The family systems theory is relevant to the present study in that it helps to understand the influence of family expectations on the mental health of undergraduate students. Family expectations that are realistic and encouraging may help the student be more motivated, but those that are too high and unrealistic may make students anxious, depressed and emotionally exhausted over a period, thus posing threat to their mental health. For individuals from high-value family background they are bound to abide by rules in society and not yield to peer pressure. However, for a student with the contrasting traits and qualities to that of their family this can result in the students becoming depressed, feeling out of place and thus affect their

mental health negatively.

This theory is strong for one to be able to interpret the ways in which expectations from families may vary from students. The influence of money and social class plays a significant role in influencing this relationship because individuals from a high-class family may have better financial resources and access to educational facilities, thus the stress of familial expectation can be easily managed. Hu (2025) claimed that parent child relationship and family income joined with social class are the most powerful determinants of child's self-perception and it is strongly mediated by child parent interaction and family context. In the same way Zhao et al. (2022) proposed that parental income status, parental support, parental expectations, and other developmental resources can influence learning outcome on student. Based on this assumption, students from high class family will likely have better access to financial resources and learning facilities thus be able to handle the pressure of family expectation easily. Students from low class family may face many problems due to limited resources which affect students' response to familial expectations. Students of low class background can be overwhelmed with extra pressure from finances and limited opportunities, the consequence of which is to make it even harder to deal with parental demands.

-The Socialization Theory:

Socialization theory 2

Socialization Theory explains how we learn those targeted expectations and value. People are displayed inherently many behaviors. Instead, the behaviors are learned over time and influenced by social forces which may include family, peers, teachers, religion, and other people who are sent in a person's life.

Through this process of learning we, humans come to know how to do best in varied situations, what to expect, and what is expectable behavior, behavior which is desired by others.

Socialization Theory is associated with early sociologist like George Herbert Mead, Charles Horton Cooley, and Emile Durkheim who may be the first to show how society can shape human behaviors. They displayed how the society influences individual behavior and how an individual may perceive and shape their reality. Durkheim emphasizes that how we may choose behavior and why the behaviors must conform to social order. Meads shows how we come to be generally self aware by how we may perceive the perceptions of others which Cooley calls the “looking glass” self, which state show we develop and how others perceive us will influence our reality.

In the current study, Socialization Theory help to explain the influence of family expectation on an undergraduate students behavior.

This has been studied by researchers such as Smetana, Robinson and Rote (2014) who both claim that socialization helps young people to conform within their groups, the former also suggesting that high expectations, guilt and invasive control from parents, can directly negatively impact on the student's Adjustment. From childhood many of us have been taught good/bad, respected/shamed, honorable/despicable within a family context. It does not affect our academic choices but also affects our dress sense, language, and relations with other people, behavior, discipline, success, gender roles and relationships, as well as the way we manage our anger, conflicts and emotions.

Parents/guardians sometimes implant on children, their believes and their desired outcomes, with the hope that, someday, we will embody them and act accordingly. Even at the cost of undermining our own needs and wishes, we conform to the wishes of our parents and guardians

so as to please them. The same theory helps to explain the strain of family expectations on an individual's mental health.

According to Schwartz et al. (2009) family closeness affects identity.

Thus, a student constantly trying to meet the wishes of their families along with their social needs struggles with pressure, guilt, and a sense of failure in that, some will either bury their real feelings, put their real wishes on hold or just struggle to adjust their behaviour in ways that would make their families content with their decisions and behaviours. On top of all that, it can affect the individual's general mood, drive, motivation, behaviour, mental well-being, ability to cope with stress and even ability to carry on with his/her daily activities. According to Socialization Theory, family expectation is not the only reason why an individual's mental well-being may be affected. Social class, peer-pressure, income, and religious beliefs as well as other social aspects may also shape how an individual thinks and how the person acts.

For example, people from upper social and economic strata with higher income levels have the advantage of the system but the people of the lower social strata, with fewer resources might have to be more focused to attain success and avoid the so-called risk behavior.

Hence, it will influence the family hope in us and how they exert mental distress onto us. This theory thus, can help explain how family hopes will affect success, behavior, character, emotional, well being of a student. According to Almroth et al. (2019), there is a positive correlation between parental education expectations and external signs of mental health distress in youth.

Mental Health Distress Theories • Self-Determination Theory (Deci and Ryan, 2000) Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan, is a comprehensive theory which examines human motivation and behavior and their link with

mental well being, character development. The theory states that humans are naturally driven towards development, growth and satisfaction but it depends to a great extent on the surroundings of an individual on the degree of these desires being realized. At the center of SDT are psychological need freedom of choice, competence, and a sense of belongingness, and these are vital in maximizing individual performance and promoting well-being.

Freedom of Choice multiply the person requires freedom to make decisions that is what we call autonomy.

In other words the individual needs the sense that the people is in control of his own actions. This doesnt mean one needs to be alone, but it is related to feeling that ones behaviors is initiated and chosen freely by the person, and it is in harmony with ones valued personal belief. In other words, the student needs the choice in pursuing his/her own dreams, when his/her choices are severely impacted (parental and social) his/her mental well being is threatened (Shin and Adame, 2023). Moreover, a feeling of lacking freedom choice may contribute to feeling frustrated or anxious. (Kocak, Alp, and Christ, 2024).

Capability (Ability) Refers to an individual's need to feel competent, to be able to achieve their aims and succeed. The human behavior is fueled by the drive for task mastery, development of skills, and acquisition of new knowledge.

Sense of connection means the need for relationships and having friends. “As natural beings, people desire love and affection and approval from significant other, usually parents. Fulfillment of the need for love and approval results in a feeling of security, of being emotion safe; it enables them to trust people, to enjoy love and trust from others and develop in their relations a mutual respect.” The conditional and love that is given with restriction may lead to distress and to a feeling of alienation and lack of purpose.

Another principle in SDT is the differentiation between the so called intrinsic and extrinsic motivation. The intrinsic motivation means, that person engages in an activity because it is intrinsically interesting, enjoyable or personally meaningful, for its sake alone. It leads to higher self-esteem, greater satisfaction, well-being, happiness and it affects the person's inner drive in the same way as good health can make a person feel stronger and energetic. Intrinsic motivation is also strongly correlated with creativity and with greater well being. Extrinsic motivation refers to engagement in the activity for external incentives such as pay, parental pressure or social approval. Despite the fact that external motivation is also in part functional, for an over dependence upon the person's life to pursue or refrain from pursuing interests it can decrease self esteem and wellbeing or cause various negative emotional states such as guilt, frustration or low mood. Kaiser et al. (2021) found out that feeling pressure on students undermines students' ability, freedom to choose and sense of connection, and it contributes to mental health problems. Other studies by Howard et al. (2024) has shown that a need blocking environment is related to lower student outcomes. Therefore, it can be reasoned that in the context of self-determination, in the case that students unremittingly strive to meet the parental expectations, this might contribute to their suffering such as pressure, guilt, depression, stress or other form of mental health problems as they are denied for personal autonomy or have to struggle with negative emotions that arise out of pressure to perform or achieve as per the standards set by parents.

SDT also makes a division of extrinsic motivation on the basis of the level of internalization and integration with personal values. External regulation refers to external factors that completely control a person's motivation. On the other end of the spectrum, integrated regulation means that the person wholeheartedly embraces the external influences in their lives because it feels that it aligns with their internal goals. Therefore, even if individuals have been subjected to external

influences, their emotional outcomes are still dependent upon the degree of internalizing these pressures as per their own beliefs or personal sense of right or wrong.

In terms of mental health outcomes, SDT predicts that in an environment that fulfills the psychological needs for autonomy, competence and relatedness, individuals will exhibit optimal mental functioning such as improved life satisfaction, well being, or positive emotional states. However, in a controlling environment that fails to satisfy these needs, individuals will be prone to experiencing a variety of psychological problems such as depression, anxiety, stress, low mood or poor self-worth.

In this research aiming to examine the impact of family expectations on the level of mental health problems among college students, Self-Determination Theory has provided us with the framework necessary for our examination of the problem. Family expectations can have both negative and positive effects on the various needs of the individual. When parents encourage and support their college students to pursue careers and life paths that would correspond to their aptitudes and strengths, then this approach is expected to increase their autonomy and decrease the mental health problems that may result from the dissatisfaction of the autonomy. Conversely, when parents have firm pre-ordained choices of their student's future career or life course, then the student is deprived of autonomy and consequently he may become the victim of stress or other forms of distress.

Another factor that has been analyzed through the SDT is income level or socioeconomic status, because of its influence on the possibility of realizing personal goals and career. Students of a higher social status can afford to choose a career that interests them which enhances autonomy. On the other hand, students from lower social classes will have to comply with the parents or family choices, not only on account of lack of money resources but also in view of family social

status and respectability; thus there is less autonomy and more risk of negative health outcomes. Finally, SDT demonstrates the value of an environment supportive of healthy autonomy, competence, sense of connection and how this helps to improve mental health among students, by supporting their basic psychological needs and consequently encouraging a positive frame of mind.

- Stress and Coping Theory (Lazarus and Folkman, 1984)

Stress and Coping Theory or The Transactional Model of Stress, Coping, was formulated by Richard S. Lazarus and Susan Folkman. This theory posits that stress is not an event itself but a dynamic transaction between the individual and his or her environment. Stress is therefore, subjective, and it is determined by the individual's perceptions of the demands of a situation and his/her assessment of the resources that are available to deal with them.

According to this theory, stress arises whenever people perceive that the demands of their environment are in excess of the coping resources at their disposal. Stress, hence is not in and of itself the outcome but it reflects the individual's interpretation and cognitive assessment of the situation, along with his or her perception of coping resources, that may lead to the actual occurrence of stress. According to Usman with Abdulkadir (2025), thinking judgement according to the Stress and Coping Theory provided evidence for significant negative relationships between Parental Expectations, Test Anxiety, and the level of mental health among the first-year undergraduate students in Nigeria, their findings shows excessive parental expectations to induce stress on students and had negatively affected student's well-being and health state.

Coping refers to those activities people undertake, either internally or externally to overcome some challenge that would otherwise have caused distress, anxiety or other forms of

psychological harm or to ameliorate or minimise the damage produced by any stress event and there are broadly two forms of coping - problem-focused and emotion-focused coping. Problem-focused coping involves action to deal with the sources of stress, while emotion-focused coping involves the management of the emotional outcomes of the stress event. For instance, research done by Gao et al. (2024), based on the transactional model of stress, coping indicated that Family-related pressures/anxieties are often impacted by family communications and people's coping skills.

The theory also introduces the concept of reappraisal, which means the continuous process of reassessing a situation as new information becomes available or as circumstances change. Through reappraisal, people may alter their perception of stress, either reducing or increasing its intensity depending on their evolving understanding of the situation.

For mental health distress, Stress Coping Theory posits that mental results depend on how people appraise stressors and the effectiveness of their coping plans. Effective coping leads to reduced stress levels, improved emotional regulation, reduced mental health distress results., ineffective coping, prolonged exposure to stressors can result in mental difficulties such as anxiety, depression, emotional exhaustion, and reduced academic performance.

Within this study, which studies the effect of family expectation on mental health distress among university students, Stress and Coping Theory provides a useful theory base for understanding how students respond to external pressures. Family expectations may act as important stressors, above all when they conflict with student personal interests and hopes. Students' mental health distress results depend on how they interpret these expectations and the coping plans they adopt in response.

Also, socioeconomic status plays a role that changes the strength in this process by influencing both judgement and resources for coping. Students from higher socioeconomic backgrounds may have greater access to educational resources, guidance, and emotional support, which enhances their coping ability. In contrast, students from lower socioeconomic backgrounds may experience greater pressure to make secure decisions, with fewer resources to handle stress in an effective way, which then increases their vulnerability to mental distress. Niu, Fang, with Qi (2025) found that family socioeconomic status, parental educational expectations with statistical support affected educational anxiety, demonstrating that socioeconomic resources shape how families, students experience and handle educational pressures.

In the end, Stress Coping Theory explains that stress is not just a result of external demands, it is shaped by personal perception and coping ability. The theory is as a result relevant to this study as it helps explain how family expectations affect decision making, mental health distress results among university students, depending on how these expectations are appraised and handled.

Socio-economic Theories

Maslow Hierarchy of Needs (Maslow, 1943) Abraham Maslow introduced Maslow's Hierarchy of Needs in 1943, a theory of human motivation which holds that individuals are driven to pursue needs hierarchically – basic needs must be satisfied first before attention can be given to mental needs and self fulfillment. Maslow developed a model with five tiers that generally move upwards, starting with the lowest level of needs related to basic survival. These move through safety needs, love and belongingness, esteem needs and finally to the need for self actualization.

Physiological Needs - the lowest level are those requirements needed for a persons life; food, air, water, rest and housing. Maslow suggests that unless people are provided with these necessities they are unlikely to aspire to or have the drive for higher levels of need satisfaction.

Self-actualisation needs - the highest of the levels are needs which for a personal will relate to fulfillment and self-actualization where they aim to achieve the full potential that they aspire to achieve in their life.

Love and Belonging needs - next level, which involves the feeling of closeness, acceptance and love. These includes human's relationship towards family, friends and lovers. It can refer to human's needs for the membership in social circles and belonging.

Esteem Needs - The fourth level refers to the need to feel worthy; such as personal confidence, personal achievements and acceptance from others (public acceptance). It can be divided into:

Outer esteem: recognition, reputation, and regard by others, prestige.

Inner esteem: respect for self.

Unmet needs on any of Maslow's levels can contribute to mental distress. For instance, lack of social acceptance or poor working conditions can cause anxiety, and reduced capacity to pursue other life goals, including mental well-being. A balance of satisfied needs promotes a feeling of well-being, satisfaction and a good life.

In this research context, with the focus being the effect of family expectation on mental distress among university students, how the changes in socioeconomic status alters Maslow Hierarchy of Needs is an informative theory to understand as different needs level shapes student's choice and mental distress outcome.

(Liu et al, 2024) state, "This study has also applied the Maslow hierarchy of needs as a theoretic background to understand the influence of family involvement in children's subjective well-being through the satisfaction of mental needs". The authors define "mental needs as children's needs to feel loved, secure, accepted, calm and secure without stress", they said "Family support increases the satisfaction of mental needs", such as security (financial security) and acceptance

(social respect), this means that it encourages choices even those not matching a child's personal preferences. Thus, they will be unable to meet their potential needs to attain self - fulfillment which impacts their mental health negatively. "The influence of family expectation increases the child's need to be more confident".

It is also the other reason that child may lose more confidence "when it fails to reach the expectations".

The extent to which these levels are prioritised will, however, vary between individuals, and also the influence of Socioeconomic status is vital. Allen et al. (2022) also applied Maslow's theory in understanding how socioeconomic status can contribute to students' educational experiences, and state, "According to Maslow's theory, basic needs are met first in the priority system: the lower level the need is, the higher is its priority." "If physiological and safety needs have not been fulfilled, the desire to meet higher needs such as social needs or esteem needs is not likely to emerge, and this also affects the well-being of students who suffer from psychological distress." Low socioeconomic status students tend to prioritise the basic needs and will seek security and job opportunities that match their expectations that is money and if not met they may experience psychological distress because they may have fewer resources available that enable to satisfy these basic needs, while high socioeconomic status may have more opportunity to develop self - actualisation needs.

Therefore, at the conclusion, the Maslow Hierarchy of Needs serves to explain human motivation as a series of needs that people must progress through in a specific order. The Hierarchy of Needs theory is relevant at this higher level to explain the extent to which family expectation and socio-economic status has a role in defining student choices and causing distress to mental health.

Social Stratification Theory (Marx, 1867; Weber, 1922; Durkheim, 1893) Social Stratification theory suggests that society is divided into hierarchy in which people or groups are ranked based on socioeconomic factors (including economic status, education, wealth, social standing) in a deliberate, organised way - "strata". It states that not everyone in society has equal access to life, opportunities or resources. The individuals located in upper strata generally experience less constraints in their opportunities while those in the lower strata frequently have fewer.

A core idea in Social Stratification Theory is social class, a group of people who share near economic positions in society. In common use society splits into upper, middle and lower classes. These groups rest on factors such as income level, school success, job status and living conditions as a whole. People in higher social classes tend to gain better access to quality schooling, healthcare and work chances, while those in lower classes may face limited access to these resources. Zaneva and colleagues (2024) saw economic status as a chief cause of unfairness that shapes mental health outcomes through unequal access to resources and chances.

Another key idea is life chances, the openings people have to raise their life quality and reach personal success. The theory holds that life chances spread in an uneven way across society. People from higher economic backgrounds gain greater life chances, in a frequent pattern, through access to better resources and supportive settings, while those from lower economic backgrounds may face structural blocks that limit their chances for growth.

The theory also stresses social mobility, the power of people to move from one social class to another. Social mobility can rise or fall based on shifts in income, education and job type. The theory shows, even so, that social mobility stays limited, in a frequent pattern, for people from lower economic backgrounds above other groups due to lasting structural unfairness.

For education as well as career growth Social Stratification Theory explains how socioeconomic background affects the academic and career results of a person based on data. Students from higher socioeconomic classes stand more likely to gain access to quality education, career guidance, financial support, a mix that raises their chances of chasing careers marked by strong competition and top rank. Students from lower socioeconomic backgrounds may face money limits and limited access to chances, a gap that can shape their future choices toward paths safer in money terms but less matched to personal taste. Weinberg showed that students from higher socioeconomic backgrounds report fewer mental health problems compared with those from lower socioeconomic backgrounds.

Within this study, which looks at the effect of family expectation on mental health distress among university students as well as the shifting force of socioeconomic status, Social Stratification Theory gives a useful account of how socioeconomic gaps shape student experiences and choices. Family expectations trace back, in a common pattern, to the family social class standing. Families from higher social strata may push children toward high status jobs such as medicine, engineering or law, while families from lower strata may put stable income careers ahead of other options.

Socioeconomic status acts, in a second role, as a shaping factor in the link between family expectations and mental health distress. Students from higher socioeconomic backgrounds may feel less pressure about money survival, a state that gives them more room to match their choices with personal interests. Students from lower socioeconomic backgrounds may feel stronger pressure to fit money safe paths even when such paths do not match their personal hopes. This mismatch can raise stress levels and harm their mental health distress.

In closing Social Stratification Theory explains how social inequality takes shape within society, along with how it affects access to chances and life results. It carries high value for this study because it helps explain how socioeconomic status shapes family expectations, decision making and mental health distress among university students, pointing to the role of structural inequality in shaping personal experiences.

Theoretical Framework

Family Systems Theory

This study rests on Family Systems Theory, built by Murray Bowen in the 1950s. The theory holds that the family works as a linked emotional unit in which the behaviour, emotions, actions of each member are shaped by other members. Bowen argued that people cannot be understood in full apart from their family setting because family members stay linked in emotion and interact with one another without pause. The theory stresses that patterns of talk, expectations, values, behaviours within the family system play a key role in shaping personal growth and mental results.

Family Systems Theory holds value for this study because it gives a way to understand how family hopes can shape the mental health of undergraduate students. Families often show hopes about school performance, future choices, personal behaviour and future wins. Such hopes may act as a spark for drive, yet hopes that are too large or unreal can place heavy mental strain on students. As students work to meet these hopes, they may feel stress, worry, fear of failure, upset and emotional strain. These feelings can add to mental health strain, including signs of low mood, weak self-esteem and mental unease.

This theory shows, in addition, that mental health strain among undergraduate students may not come from personal factors alone but from family patterns and interaction styles. When family

members place steady pressure on students to reach set goals, students may take in these hopes and feel strain when they see themselves as unable to meet them. The emotional climate within the family can shape student well-being based on data

Also, it helps explain the role that changes the strength of socioeconomic status in the relationship between family expectations and mental health distress. Socioeconomic status affects the resources, opportunities, and problems available to families, which in turn shape the expectations they place on their children. Students from lower socioeconomic backgrounds may experience higher pressure to succeed in academic terms as a means of improving the family economic condition. In contrast, students from higher socioeconomic backgrounds may benefit from greater financial, educational, and emotional support, which may reduce the harmful effects of family expectations on their mental health. As a result, socioeconomic status may make stronger, weaker relationships between family expectations and mental health distress among undergraduate students.

As a result, Family Systems Theory provides a suitable theory base for understanding how family expectations affect the mental health distress of undergraduate students and how socioeconomic status may affect the strength of this relationship. The theory points to the value of looking at both family patterns and social conditions when studying factors linked with mental health student well-being.

Empirical Review

Studies done on family expectation and mental health distress

Multiple evidence-based studies have recently shown strong impacts of family expectations on mental health stress of students. Family environment, especially parental expectations, not only play a great role in the academic success but also shape the mental health status of youth.

Though a well-involved family helps build students' self-confidence and emotional well-being, however, unreasonable or high expectations are associated with the negative mental health outcomes like stress, anxiety and depression of students.

For mental health section of the subject matter, Zhou et al. (2025) analyzed 1,445 students of two universities in Chengdu of China with the help of cross-sectional design survey with a 46-items questionnaire of widely and professionally used tests for each of student sample from a diverse backgrounds i.e.

Medical, Science and Technology, Art and Humanities, and Liberal Arts students. Reliability coefficients for the Chinese FMPS-Parents Expectations sub-scale were acceptable ($\alpha = .86$), the seen Stress Scale ($\alpha = .71$), the Core Self-Evaluations Scale ($\alpha = .89$) and the Kessler-10 mental distress scale ($\alpha = .95$). As expected, the parental expectations had a positive relationship with mental distress which was, in part, mediated by perceived stress, seen stress and core self-worth, that is, the family expectations would in a positive direction associated with mental distress directly or in indirect way through other intermediate factors.

The study of Usman with Abdulkadir (2025) involved 357 first-year undergraduates from various tertiary institutions in Gusau Metropolis of Zamfara State, Nigeria, aiming to investigate parental expectations, test anxiety and mental health.

This correlational design was applied to stratified sampling selected from the population of 2,562 first-year students in the given metropolis. The parental Expectation scale ($\alpha = .73$), student Test Anxiety Inventory ($\alpha = .90$) and Mental Health Inventory ($\alpha = .75$) all exhibited sufficient reliability and validity (the mentioned were Cronbach alpha reliability coefficients) as recommended by researchers. The findings revealed that parental expectations do not predict students' mental

health status (with statistical significance), while test anxiety does predict the student's mental health outcomes.

This is a very useful point to bring up with the research about family expectations and distress because the effect may not be similar across settings and locations. Tuan Pham Van (2021) investigated parent expectation and the relationship between parent expectation and depression, anxiety and stress amongst 242 students selected randomly by size for two school year levels, sixth year, eighth year, and tenth year of six schools in Ho Chi Minh City. A survey-based correlational design approach was utilized for the research, and correlation and regression analysis were performed on the data.

Cronbach alpha was 0.86 for parental expectation, 0.90 for depression, 0.93 for stress and 0.87 for anxiety.

Parents' expectations had a statistically significant positive correlation with student's depression, anxiety and stress, and family expectation explained 12.6% to 15% of variance. A study by Wang (2023) examined the effect of over-parenting on career indecision amongst 743 third-year students from four universities in Northeast China using a cross-sectional changed the strength of mediation design. 743 valid questionnaires from the job-seeking stage of students were collected. All of the internal reliability coefficients were strong for the variables included in the study: over-parenting ($\alpha = .815$), career expectation pressure ($\alpha = .786$), career decision self-efficacy ($\alpha = .949$), career indecision ($\alpha = .962$), and parent-adolescent expectation congruence ($\alpha = .954$).

Over-parenting was positively associated with career indecision.

The relation between over-parenting and career indecision was mediated by career expectation pressure, career decision self-efficacy. Additionally, parent-adolescent expectation congruence also acted as a buffer between the negative relationship of over-parenting with career expectation

pressure and career indecision. Dela Sierra and Manaois (2025) explored family expectations and the students' mental health in the Philippines from the Nursing Department of Misamis University and Mindanao State University-Iligan Institute of Technology.

It used a quantitative predictive design with stratified random sampling from a sample of 339 students. The Cronbach alpha values for the Parental Expectations for Students Questionnaire, Mental Health Scale, Academic Motivation scale and Self-Efficacy scale were 0.81, 0.91, 0.92, and 0.78, respectively. The researchers found that parental expectations do not influence the students' mental health and no interaction was found between parental expectations, academic motivation, and self-efficacy and students' mental health.

Koak et al. (2021) analyzed family effect and academic satisfaction on career decision making self-efficacy and happiness among 1,130 university students in Istanbul via a cross-sectional design using online questionnaires, as convenience sampling was employed and it stated the use of simple random sampling for determination of participants; thus sampling descriptions are somewhat inconsistent in the study.

The Family Influence Scale ($\alpha = .851$), Academic Satisfaction ($\alpha = .809$), Career Decision Making Self-Efficacy ($\alpha = .974$), and Happiness ($\alpha = .901$) all had good internal consistency. In general, family effect and academic satisfaction were found to positively relate to both career decision making self-efficacy and happiness, and parents' education would moderate some of the pathways.

Besides these, the impact of family expectations on students' mental health problems might be influenced by the parent-child relationship.

Supportive and caring parents often maintain well-being for students even when setting high expectations, in contrast, parenting style is more of an authoritative, strict and overwhelming

manner can result in poor outcomes in terms of psychological and behavioral. Therefore, it's not just how high of your expectation but it's also how you delivered and applied. As a cultural society where the value and esteem of family reputation are regarded highly and children have to strictly follow rules and regulations of the family (i.e.

Family as a Collectivistic society), student tend to internalize and integrate parents' expectation even more in the daily life, hence leading to increased psychological pressure in students' lives and resulting in the conflicts in case their own desires do not match with the expectation of family, leading to reduced psychological wellbeing (Zhou et al., 2025). There is also limited evidence based research focusing on this issue within the context of Nigeria university. The Nigerian cultural specific contexts may affect how students perceive family expectation and their influence on their mental health issues.

To conclude, family expectations significantly impacts on students mental health problems.

While the influence of expectation level of parents can be mediated by the child's internal support system and coping mechanisms and that this can provide students with enhanced resilience and motivation. However the undue pressures, unrealistic and unreasonable expectations from parents, on the contrary, may have negative consequences that may lead to mental health problems like stress, anxiety and depression, and emotional disturbance for students. Thus, further studies is urgently recommended focusing on university students in correlation with mental health issues, and consider other variables that might mediate and moderated this relationship, for instance, socioeconomic status etc.

Studies done on Socioeconomic Status (SES) and mental health distress

Quansah et al. (2024) looked at subjective social status, pocket money, and depressive signs among 1,134 university students in Ghana. The study used a cross-sectional survey design and

accidental sampling. The researchers measured subjective social status using the MacArthur Scale of Subjective Social Status and looked at depression-related results with the WHO-5 well-being Measure. The reported reliability coefficients were. 924 for social support,. 890 for self-efficacy,. 938 for mental distress,. 768 for loneliness, and. 781 for the SES scale. The study found that higher subjective social status was connected to lower depression, that pocket money, age changed the strength of the association between subjective social status and depression. This study is above all relevant to the present study because it shows that financial resources, as a sign of socioeconomic status can affect the strength of the relationship between social status and mental health results.

Hoebel, Maske, Zeeb, and Lampert (2017) conducted a study in Germany using data from the 2013 German Health Update (GEDA) survey. The study used a cross-sectional design, employed a two-stage stratified cluster sample with 4,952 adults aged 18 years and above participating in the survey. The depression measure (PHQ-8) had a Cronbach alpha of 0. 86. The results showed that lower goal socioeconomic status, lower subjective social status were on its own linked with higher odds of depressive signs, and both remained important when adjusted for each other.

Muhammad, Srivastava, and Sekher (2021) conducted a study in India using data from the Building Knowledge Base on Population Ageing in India (BKPAI) survey. The study was cross-sectional, using a two-stage probability sampling design with probability proportional to population size (PPS) in the first stage and systematic sampling in the second stage. The final analytic sample was 9,231 older adults aged 60 years and above. The GHQ-12 used for mental distress had a Cronbach alpha of 0. 90, and the low subjective well-being measure had a Cronbach alpha of 0. 93. The study found that poor self-seen income status, no asset ownership,

no pension, and being in the poorest wealth quintile were connected to higher mental distress and low subjective well-being.

Huang and Wang (2023) conducted a cross-sectional study on 839 valid responses from full-time Chinese undergraduate students in Lanzhou, China. The researchers used convenience sampling, the study measured SES with a PISA-based SES scale, mental distress with the Kessler mental distress Scale (K6), loneliness with the UCLA Loneliness Scale (ULS-8), self-efficacy with a 5-item scale, seen social support with the Multidimensional Scale of seen Social Support (MSPSS), and affective well-being with the WHO-5 well-being Index. The reported reliability coefficients were strong: SES ($\alpha = .781$), mental distress ($\alpha = .938$), loneliness ($\alpha = .768$), self-efficacy ($\alpha = .890$), seen social support ($\alpha = .924$), and affective well-being ($\alpha = .952$). The results showed that lower SES was connected to higher mental distress, loneliness, while higher SES was connected to better life satisfaction and affective well-being. The study also found that social support, self-efficacy in part mediated the association between SES and mental distress.

Summary of Related Literature Review

The literature reviewed in this study has provided a full understanding of the relationship between family expectations, mental health distress, and socioeconomic status among university students. The based on ideas review shows that family expectations, mental health distress, socioeconomic status are in a close way interconnected factors influencing the experiences of undergraduate students. Based on ideas, based on evidence, evidence shows that the family environment serves as a main cause of socialization, motivation and mental development. While supportive family expectations can encourage achievements, personal growth, too much, unrealistic, or rigid expectations may create important mental stress, leading to mental health distress among students.

The based on ideas review highlighted several relevant theories. Family Systems Theory explains that family members work as an interconnected unit, where expectations, communication patterns, emotional interactions affect person behaviour and mental results. Socialization Theory further emphasizes that family expectations shape student values, behaviour, self-concepts and emotional experiences through continuous social learning. Self-Determination Theory shows that mental well-being depends on the fulfillment of freedom to choose, ability, sense of connection needs, which may be undermined when family expectations become controlling or restrictive. In a similar way, Stress and Coping Theory explains that students experience distress when family demands are seen as exceeding their resources for coping. Regarding socioeconomic status, Maslow hierarchy of Needs, Social Stratification Theory show that access to resources, opportunities, social support affects both family expectations and of mental health student well-being.

Based on evidence studies in a steady way reviewed that family expectations are in many cases linked with different signs of mental health distress. Studies done in China, Turkey, Vietnam, other countries found that high parental expectations, over parenting were connected in a positive direction to stress, anxiety, depression, mental distress, career indecision., some studies reported non-important relationships between parental expectations, mental health, which shows that the effects of family expectations may change across cultural contexts and person circumstances. The literature also showed that positive family effects, when accompanied by support, understanding from family members, can help to enhance happiness, self-efficacy and academic satisfaction.

Studies done on socioeconomic status, mental health distress in a steady way showed that lower socioeconomic status is connected to higher levels of depression, mental distress, loneliness and

reduced emotional well-being. Students that come from disadvantaged socioeconomic backgrounds often face additional financial and social pressures that tend to increase their vulnerability to mental health problems. Evidence seen also suggests that socioeconomic status can affect the availability of social support, resources for coping and educational opportunities, which then affects how students respond to family expectations.

Overall, the literature shows that family expectations with statistical support affect student mental health results, while socioeconomic status plays an important role in shaping the intensity, consequences of these expectations.. There remains limited research studying the combined relationship between family expectations, mental health distress and socioeconomic status among undergraduate students. This gap justifies the present study, which seeks to look at the effect of family expectations on mental health distress among undergraduate students and look at the role that changes the strength of socioeconomic status in this relationship.

Hypotheses

An important relationship will exist between family expectations and student mental health distress among university undergraduate students.

Socioeconomic status will change the strength of the relationship between family expectation and mental health distress among university undergraduate students with statistical support.

CHAPTER THREE

METHOD

Participants

In the study participated a total number of 149 (one hundred and forty-nine) undergraduate students of Godfrey Okoye University, Enugu. 82(f) and 67(m). They aged between 16-30 years (Mean=23 and S.D= 4.32). The participants are selected from 5 faculties in the university namely: Faculty of Management and Social Sciences (Political science (13), Mass communication- (13), International Relations (17). Faculty of Natural and Environmental Sciences (Architecture (14), Biochemistry (14) and Bio technology(17). Faculty of Arts (English and Literary studies (7), Philosophy (5), History and international Relations (6)). Faculty of Computing and Information Technology (Computer science (23) and Faculty of Law (20)). The research employed a multistage random sampling method of selection for the faculties, Departments and students.

Instrument

The instruments used in data collection include a structured questionnaire comprising of background information, two validated scales, and socio-economic indicators which is made of 4 sections A, B, C, D. The two validated scales includes The Family Influence scale and The Depression Anxiety and Stress Scale-21 (DASS-21) and A Socioeconomic Status Indicators a researcher developed. The name of the instrument is 'Family Expectations, Mental health distress and Socioeconomic Status Questionnaire' (FEMSSQ).

The Family Influence scale (FIS)

The Family Influence scale (FIS) was developed by Fouad et al. (2010). It measures the degree to which the participants perceive the influence of their family of origin in their decision making process, expectation and future lifestyle and future decision making. The scale consists of four

subscales namely: Information support, Financial support, Family expectations, and values and belief. The family expectation subscale was adopted from the family influence scale for this study. Each item of the FIS uses a 5 point likert scale starting from with strength Disagree to with strength Agree and the higher score indicate strong influence. The FIS scale have proved high internal reliability in mixed population (Cronbach alpha ranged between 0.70 and 0.86 across the subscale(Fouad et al., 2010)). Validity evidence has been found on American and Indian populations indicating the cross-cultural validity for group oriented population. In the present study only the family expectation of the FIS will be used as it directly measuring how far a person is impacted by his family expectations. A pilot study conducted with 30 undergraduates of ESUT gave a Cronbach alpha of 0.78. This value was consider acceptable.

The Depression Anxiety Stress scale-21 (DASS-21)

The Depression Anxiety and Stress scale-21 (DASS-21) was developed by Lovibond and Lovibond (1995) from the previous 42 items DASS scale. This instrument consists of 21 items that measures three independent symptoms of negative emotions namely: depression, anxiety and stress. It is scored by rating on a 4-point scale where (0= Did Not apply to me at all) and (3= Apply to me very much) with seven items for each scale and the total score is obtained by multiplying by 2 to each of the scale and it ranges from 0-42 with higher score indicating higher depression, anxiety, stress. A pilot study of the scale on a sample of students of the same age, culture and socio cultural background was conduct byLovibond and Lovibond (1995). The internal reliability for the DASS-21 has a value of $\alpha = 0.93$, Cronbach's α for depression = 0.88, anxiety = 0.82 and stress = 0.90 (Henry and Crawford, 2005) has the full factor of the DASS21 has been established on studies of many cultures including African students(Osman et al.2012). For this study the whole DASS-21 will be use to measure mental health distress.A pilot

study was conducted by researcher on 30 undergraduates students of Enugu State University of Technology ESUT and gave a Cronbach alpha of 0.83. This was consider appropriate for the main study.

The Socioeconomic Status Indicators (SESI)

The Socioeconomic Status Indicators (SESI) of this study was created by the researcher and consisted of three items that are expected to measures the students socioeconomic background through the students parent(s)/ guardian(s) highest educational level and major occupation as well as the range of monthly household income. Each item score was totaled together with higher scores indicate higher SESI value. This study adopts the use of multiple item measures as background indicator to measures of socioeconomic status.

Procedure

The researchers obtained the approval from academic supervisor before fieldwork activities commencement. In addition to this, researchers seek the necessary departmental approval before carrying out fieldwork within the university community, as researchers explain the importance of the study to the appropriate personnel in the selected university authorities. It was emphasised in the explanations that taking part in the study is absolutely the free will of every participant.

Questionnaires were administrated manually at the time when students do not have scheduled lectures. Each of the participants was provided with an informed consent forms prior to the administering of questionnaires. The forms provided adequate information on the research purposes and right of the participant to withdrawn from the research at any point in time without consequence, as well as assuring their privacy by stipulating that the research does not require personal data, such as names or matriculation numbers from their answers thereby encouraging truthful response. The questionnaire was designed to be complete within 15 to 20 minutes,

respondents were required to complete it in a serene atmosphere if possible. The researcher was present throughout the research activity period to ensure participants are appropriately guided, instructions were adequately explained, while participants were never coerced in to answering in particular ways. At the end of research activity the completed questionnaires are immediately collected to ensure zero form loss.

Participants learned that questions tied to mental health distress might cause mild emotional unease. They were told that they could skip any question or stop the survey at any point. They received guidance, as a second step, to seek support from the university counselling unit or another fit support office if needed. This served as a key ethical safeguard since the study touched on emotion sensitive experiences.

Questionnaires for this study were distributed to the selected faculties, totaling 165 pieces. After distribution, all questionnaires were screened to assess their completeness. Questionnaires missing some data on one of the major scales were omitted.

Only minor gaps (i.e. missing single items in any scales) were imputed by using the person mean imputation. Thus, 149 questionnaires satisfied the rules for inclusion, were included and their data analyzed. All data were coded in a password protected file, while all hardcopies were stored in a secure file during the analysis to minimize error and maintain participant data privacy.

Multistage sampling technique was used in the study and adopted simple random sampling at each of the levels in the selection process. The balloting procedure was regarded as most appropriate in this study since it allowed for equal opportunity of being selected by each unit. To this end, names of eligible units were written on identical papers that were folded and adequately shuffled before they were presented to a neutral person (uninvolved in the study) for the required selection by picking without replacement of.

The first step involved balloting for selection of the institution.

Then the required faculties in that selected institution were also selected randomly through the balloting procedure. The appropriate departments within the institution were subsequently balloted at random. Finally, eligible undergraduates from selected departments were balloted at random to participate in the study. This method ensures each qualified participant is afforded an equal opportunity for selection while controlling selection bias.

Design and Statistics

This research adopted a cross-sectional survey design, focusing on the predictive and correlational aspects of the problem. Data was analysed using Statistical Package for the Social Sciences (SPSS), version 31. The Pearson Product-moment Correlation (Pearson r) was used to evaluate the research hypotheses. Moderation was carried out using the procedure described by Hayes (2018) to examine the effects of interaction in regression based models.

CHAPTER FOUR

RESULTS

This chapter presents the results of data analysis based on the corrected variables of the study. The analysis focused on family expectations, mental health distress and socioeconomic status. The background variables of age, gender and religion were retained as control variables. The results were presented using descriptive statistics and Hayes PROCESS moderation analysis.

Table 1: Descriptions and correlations among the study variable

S/N	Variables	1	2	3	4	5	6	M	SD
1	Age	-						1.86	.88
2	Gender	.01	-					1.55	.50
3	Religion	-.06	-.01	-				1.13	.54
4	Family expectations	.03	.11	.02	-			3.44	.69
5	Mental health distress	.02	.02	.11	.61...	-		1.33	.63
6	Socioeconomic status	.18.	.07	.02	-.26..	-.37...	-	4.07	.71

Note. N = 149, p < .05, p < .01, p < .001.

Results in Table 1 showed that family expectations were related in a positive direction and with statistical support to mental health distress ($r = .61$, $p < .001$). This means that an increase in seen family expectations among undergraduates was connected to higher mental health distress. Socioeconomic status was related in a negative direction, with statistical support to family expectations ($r = -.26$, $p < .01$) and mental health distress ($r = -.37$, $p < .001$). This shows that

students with stronger socioeconomic background reported lower family pressure and lower mental health distress. Age, gender and religion did not show strong important relationships with mental health distress in the correlation matrix.

Table 2: Hayes PROCESS macro result showing socioeconomic status as a factor that changes the strength of the relationship between family expectations and mental health distress

Variable	B	SE	t	p-level	95% CI
Family expectations	.35	.04	8.78	< .001	[.27, .43]
Socioeconomic status	-.11	.04	-2.74	.007	[-.19, -.03]
Family expectations x Socioeconomic status	-.12	.04	-3.26	.001	[-.19, -.05]

In Table 2, family expectations predicted mental health distress with statistical support ($B = .35$, $p < .001$), while socioeconomic status in a negative direction predicted mental health distress ($B = -.11$, $p = .007$). The interaction between family expectations and socioeconomic status was also important ($B = -.12$, $p = .001$). This shows that socioeconomic status changed the strength of the relationship between family expectations and mental health distress. The negative interaction shows that stronger socioeconomic status made weaker the effect of family expectations on mental health distress.

Summary of Findings

- i. Family expectations were significantly related to mental health distress among undergraduate students.
- ii. Socioeconomic status was significantly related to mental health distress among undergraduate students.
- iii. Socioeconomic moderated the relationship between family expectations and mental health distress among undergraduate students.

CHAPTER FIVE

DISCUSSION

This study investigated the relationship between family expectations and student mental health distress among university undergraduate students with consideration of socio-economic status as moderators. The study was conducted on 149 undergraduate students of Godfrey Okoye University, Enugu. The findings were discussed in line with the hypotheses tested in the study.

Hypothesis 1. There will be a significant relationship between family expectations and student mental health distress among university undergraduate students. This hypothesis was supported. The finding indicated that a higher level of family expectations is associated with a higher level of student mental health distress. This result aligns with some previous empirical findings that the researchers found during this study. For instance, the work of Zhou et al. (2025), Usman with Abdulkadir (2025) indicated that family expectations are positive associated with student mental health distress. This means that students who have greater family expectations tend to report greater stress, anxiety, depression, and emotional disturbances. This is in support of Family Systems Theory since the theory says person experience cannot be completely segregated from his/her environment. It also in support of Stress Coping Theory because family expectation may function as a stressor when student perceive it as pressure which they cannot overcome or handle through their available resource for overcoming life stress. But however, all form of family expectations may not be negative. Support for family members can inspire students. However excessive or stringent expectation can create stress to student.

Hypothesis 2. Socioeconomic status will significantly moderate the relationship between family expectation and student mental health distress among university undergraduate students. This hypothesis was also supported. The result indicated that socioeconomic status moderated the

relationship between family expectation and student mental health distress. This finding aligns with that of Muhammad et al. (2021) and Hoebel et al. (2017) where they indicated that students from stronger socioeconomic background may possess more resources (economic, social, emotional and learning support, stable job in their family, family support system and wide support networks). Students with lower socio-economic background may feel family pressure more since, the success in a family is traditionally, tightly connected with the economic status and to climb social ladder. This finding is consistent with Social Stratification Theory which stated that a person position in society (based on the person position in the hierarchy) leads to differences in resources and opportunity. The finding is also connected to Maslow Hierarchy of Needs as those that does not have enough money will feel more pressure to work.

The outcome reveals that the mental distress among students is not an individual phenomenon, it may also be tied to family's bonds, pressure to cope in the school environment, family's financial circumstances and social network available for students. A student without enough money, emotional and learning support, and help may experience difficulties to respond family's expectations; a student who is under the support of higher economic standard may respond family's expectation with ease. This supports why social status matters in the way family's expectation influences mental health.

Implication of the Study

The present study finding provides valuable implications in theory, empiric research and practice. In terms of theory, the present study gives evidence to Family Systems Theory for indicating that family expectations could shape university student's mental health outcomes. The present study gives further evidence for Stress, Coping Theory, Self Determination Theory because of showing that mental health distress might rise when students' families exert excessive demands or

controlling behaviours that exceed student capacity to respond, cope and reach for psychological well being.

As a significant empiric finding, this research adds more insights to the body of knowledge about the influence of family expectations on undergraduate student's mental health issues and how socioeconomic status moderates these influence.

On practical aspect, university's counseling centres should address family related stressors to the mental health problem of students. Moreover, Parents should provide appropriate support and guidelines that foster emotional, cognitive and academic development for students, that also, consider student's abilities and constraints

Limitations of the Study

The study had limitations, as it took students from Godfrey Okoye University Enugu, thus the study's conclusions may not be applicable to all undergraduates in Nigerian. This is another limitation, the cross sectional design only took snapshot of variables at one point in time and hence was limited in its ability to suggest cause based relationship. Moreover, the study depended on the data collected by questionnaires, thus the result of the study were based on respondents honesty, and self consciousness. Interviews was not conducted, this could be a potential weakness as a close up student experience to the way students talk about family pressure and stress cannot be obtain without students telling us how they experience them.

Suggestions for Future studies

Future studies should be done with the sample matching design and with large sample of undergraduates from various Nigerian universities. Public universities should also be matched against private universities to see if type of university influences the relationship between family

pressure and mental health distress. Longitudinal study design should be used as the second suggestion since it helps to assess how family pressure influence the student over time.

Interviews should also be done with full answers to take close student experience as third suggestion.

Furthermore other factors like academic pressure, coping strengths, parental communication, peer influence, family support should also be considered as middle factor or moderator factors.

Summary and conclusion

The study examined family expectation influences on mental health distress among undergraduate students in Nigeria with socioeconomic status as moderator. One hundred and forty nine students participated in the study. Family expectation was found to be positively correlated with mental health distress with significant level of significance.

It was also found that family expectation is a significant predictor of mental health distress.

Socioeconomic status was negatively correlated with mental health distress, moderating the relationship between family expectation and mental health distress with significance level of significance. The study conclude that students mental health students' well being are influenced by their family expectations, it can be detrimental when it is rigid, nonrealistic or emotional demanding and how socioeconomic status plays its part because of the extent of available resource to them that determines how they respond to family expectations. So, a health mental adjustment can be facilitated by family support, efficient counseling and consideration of socioeconomic status.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

APPENDIX A

Introduction and Consent Form

Good day,

My name is _____, a final year student of Godfrey Okoye University, Enugu. I am conducting a study on the impact of family expectations on mental health distress among university undergraduate students, with the moderating role of socioeconomic status. This study is part of the requirements for the award of Bachelor of Science (B.Sc.) Honours degree in Psychology.

By agreeing to participate in this study, you consent to taking approximately 15 to 20 minutes of your time to complete a questionnaire on the above subject matter as honestly as possible.

Please note that all responses and information collected will be treated anonymously and with utmost confidentiality. Your name and matriculation number are not required at any point in this questionnaire.

Thank you for your participation.

Student/Researcher

|

APPENDIX B**SECTION A: DEMOGRAPHICS**

INSTRUCTION: Please fill in the options that apply to you.

1. Age Group: ☐ 15 to 20 ☐ 21 to 24 ☐ 25 to 29 ☐ 30 and above

2. Gender: ☐ Male ☐ Female

3. Religion: ☐ Christianity ☐ Islam ☐ African Traditional Religion ☐
Other

4. Level of Study: ☐ 100 Level ☐ 200 Level ☐ 300 Level ☐ 400 Level
☐ 500 Level and above

5. Faculty: ☐ Management and Social Sciences ☐ Natural and Applied Science ☐
Law ☐ Medicine ☐ Nursing ☐ Computing and Information Technology
☐ Arts ☐ Education

|

APPENDIX C

SECTION B: FAMILY EXPECTATIONS SCALE

INSTRUCTIONS: Below is a list of statements about how your family influences your academic expectations, future plans and personal decisions. Read each statement carefully and respond according to how strongly you agree or disagree (1 = Strongly Disagree, 2 = Slightly Disagree, 3 = Neither Agree nor Disagree, 4 = Slightly Agree, 5 = Strongly Agree). Please answer as honestly as possible. There is no right or wrong answer.

Note: This scale is adapted from the Family Influence Scale developed by Fouad et al. (2010).

S/No.	ITEMS	1	2	3	4	5
1.	My family expects me to achieve a high level of success in life.					
2.	My family expects that my future decisions will reflect their wishes.					
3.	My family expects me to make choices that will improve the financial condition of the family.					
4.	My family expects me to follow a path they consider respectable.					
5.	My family places strong pressure on me to follow a specific future direction.					
6.	My family would be disappointed if I made major decisions they did not approve of.					
7.	My family supports my personal interests even when they differ from their preference. (R)					
8.	I feel free to make important decisions without worrying about my family. (R)					

Note to researcher: Items marked (R) are reverse scored. Higher total scores indicate stronger perceived family expectations.

APPENDIX D

SECTION C: DEPRESSION ANXIETY STRESS SCALE-21 (DASS-21)

INSTRUCTIONS: Below is a list of statements that describe how a person might feel. Read each statement carefully and indicate how much it applied to you over the past week (0 = Did Not Apply to Me at All, 1 = Applied to Me to Some Degree or Some of the Time, 2 = Applied to Me to a Considerable Degree or a Good Part of the Time, 3 = Applied to Me Very Much or Most of the Time). Please answer as honestly as possible. There is no right or wrong answer.

S/No.	ITEMS	0	1	2	3
1.	I found it hard to wind down.				
2.	I was aware of the dryness of my mouth.				
3.	I could not seem to experience any positive feeling at all.				
4.	I experienced breathing difficulty, such as very fast breathing or breathlessness in the absence of physical exertion.				
5.	I found it difficult to work up the initiative to do things.				
6.	I tended to over-react to situations.				
7.	I experienced trembling, such as in the hands.				
8.	I felt that I was using a lot of nervous energy.				
9.	I was worried about situations in which I might panic and embarrass myself.				
10.	I felt that I had nothing to look forward to.				
11.	I found myself getting agitated.				
12.	I found it difficult to relax.				
13.	I felt down-hearted and blue.				
14.	I was intolerant of anything that kept me from getting on with what I was doing.				
15.	I felt I was close to panic.				
16.	I was unable to become enthusiastic about anything.				
17.	I felt I was not worth much as a person.				
18.	I felt that I was rather touchy.				
19.	I was aware of the action of my heart in the absence of physical exertion, such as a sense of heart rate increase or heart missing a beat.				
20.	I felt scared without any good reason.				
21.	I felt that life had little meaning.				

Note: This scale is the Depression Anxiety Stress Scale-21 (DASS-21) developed by Lovibond and Lovibond (1995). Higher scores indicate greater psychological distress.

APPENDIX E

SECTION D: SOCIOECONOMIC STATUS INDICATORS

INSTRUCTION: Please select the option that best describes your family background.

1. What is the highest level of education completed by the parent or guardian who provides the greatest support to you? ☐ No formal education ☐ Primary education ☐ Secondary education ☐ National Diploma or equivalent ☐ Bachelor Degree ☐ Postgraduate Degree

2. What is the main occupation of the parent or guardian who provides the greatest support to you? ☐ Unemployed ☐ Farming or trading ☐ Skilled work ☐ Salaried public or private work ☐ Professional work ☐ Business owner or senior manager

3. What is the approximate monthly household income of your family? ☐ Below 100,000 naira ☐ 100,000 to 199,999 naira ☐ 200,000 to 399,999 naira ☐ 400,000 to 699,999 naira ☐ 700,000 naira and above ☐ Prefer not to say

Note to researcher: Higher coded values indicate higher socioeconomic status. The Prefer Not to Say response for the income item should be treated as missing data during analysis.

APPENDIX F: CORRECTED SPSS VERSION 31 OUTPUT

IBM SPSS Statistics

Version 31.0 | Output Viewer

CORRELATIONS

/VARIABLES=Age Gender Religion FamilyExpectations MentalHealthDistress

SocioeconomicStatus

/PRINT=TWOTAIL NOSIG FULL

/MISSING=PAIRWISE.

Active Dataset: DataSet1 N=149

Date/Time: 25 June 2026 / 17:47:22

Descriptive Statistics

	Mean	Std. Deviation	N
Age	1.8591	.87781	149
Gender	1.5503	.49914	149
Religion	1.1275	.53636	149
Family Expectations	3.4421	.69316	149
Mental Health Distress	1.3333	.62819	149
Socioeconomic Status	4.0716	.70771	149

Correlations (Full Matrix)

	Age	Gender	Religion	Family Expectations	Mental Health Distress	Socioeconomic Status
Age	1	.009	-.062	.027	.021	.176,
Sig. (2-tailed)	.	.917	.452	.746	.799	.032
N	149	149	149	149	149	149
Gender	.009	1	-.012	.107	.018	.066
Sig. (2-tailed)	.917	.	.889	.193	.823	.422

N	149	149	149	149	149	149
Religion	-.062	-.012	1	.025	.111	.017
Sig. (2-tailed)	.452	.889	.	.766	.179	.834
N	149	149	149	149	149	149
Family Expectations	.027	.107	.025	1	.609,,,	-.260,,
Sig. (2-tailed)	.746	.193	.766	.	.000	.001
N	149	149	149	149	149	149
Mental Health Distress	.021	.018	.111	.609,,,	1	-.367,,,
Sig. (2-tailed)	.799	.823	.179	.000	.	.000
N	149	149	149	149	149	149
Socioeconomic Status	.176,	.066	.017	-.260,,	-.367,,,	1
Sig. (2-tailed)	.032	.422	.834	.001	.000	.
N	149	149	149	149	149	149

,,, Correlation is significant at the 0.01 level (2-tailed).

., Correlation is significant at the 0.05 level (2-tailed).

IBM SPSS Statistics

Version 31.0 | Output Viewer

REGRESSION

/DEPENDENT MentalHealthDistress

/METHOD=ENTER FamilyExpectations.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Family Expectations	.	Enter

a. Dependent Variable: Mental Health Distress

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609	.371	.366	.50006

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.645	1	21.645	86.558	.000b
	Residual	36.759	147	.250		
	Total	58.404	148			

a. Dependent Variable: Mental Health Distress

b. Predictors: (Constant), Family Expectations

Coefficients

Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	-.566	.208		-2.717	.007	-.977	-.154
1	Family Expecta	.552	.059	.609	9.304	.000	.435	.669

	tions							
--	-------	--	--	--	--	--	--	--

a. Dependent Variable: Mental Health Distress

IBM SPSS Statistics

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PROCESS Procedure for SPSS Version 4.2

Written by Andrew F. Hayes, Ph.D. www.afhayes.com

Model 1

Y = Mental Health Distress

X = Family Expectations

W = Socioeconomic Status

Sample Size

N
149

OUTCOME VARIABLE: Mental Health Distress

R	R-sq	MSE	F	df1	df2	p
.6762	.4572	.2186	40.7177	3	145	.000
Model		se	t	p	LLCI	ULCI
constant	1.3026	.0395	33.0174	.000	1.2246	1.3805
FamilyExp	.3483	.0397	8.7775	.000	.2699	.4267
SES	-.1114	.0407	-2.7391	.007	-.1917	-.0310
Int_1	-.1185	.0364	-3.2572	.001	-.1905	-.0466

Product terms key:

Int_1 FamilyExp x SES

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X,W	.0397	10.6095	1	145	.001

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REGRESSION

/DEPENDENT MentalHealthDistress

/METHOD=ENTER Age Gender Religion

/METHOD=ENTER FamilyExpectations SocioeconomicStatus

/METHOD=ENTER FE_SES.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Religion, Age, Gender	.	Enter
2	Family Expectations, Socioeconomic Status	.	Enter
3	FamilyExpectations x SESb	.	Enter

a. Dependent Variable: Mental Health Distress

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.116	.013	-.007	.63038	.013	.658	3	145	.579
2	.657	.431	.411	.48198	.418	52.516	2	143	.000
3	.683	.466	.444	.46848	.035	9.358	1	142	.003

a. Predictors: (Constant), Religion, Age, Gender

b. Predictors: (Constant), Religion, Age, Gender, Family Expectations, Socioeconomic Status

c. Predictors: (Constant), Religion, Age, Gender, Family Expectations, Socioeconomic Status, FE_SES

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.784	3	.261	.658	.579b
	Residual	57.619	145	.397		
	Total	58.404	148			
2	Regression	25.184	5	5.037	21.682	.000b
	Residual	33.220	143	.232		
	Total	58.404	148			
3	Regression	27.238	6	4.540	20.684	.000b
	Residual	31.166	142	.219		
	Total	58.404	148			

Coefficients

Model		B	Std. Error	Beta	t	Sig.
3	(Constant)	.130	.363		.357	.721
3	Age	.033	.045	.046	.733	.465
3	Gender	-.024	.078	-.019	-.308	.758
3	Religion	.100	.072	.086	1.384	.169
3	Family Expectations	.501	.058	.552	8.592	.000
3	Socioeconomic Status	-.168	.059	-.190	-2.842	.005
3	FamilyExpectations x SES	-.112	.037	-.193	-3.059	.003

a. Dependent Variable: Mental Health Distress

CASE PROCESSING SUMMARY

Cases	N	Percent
Valid	149	100.0%
Excluded	0	.0%
Total	149	100.0%

a. Listwise deletion based on all variables in the procedure.

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